



# In God's Image: The Teacher's Role of Fostering Integration of Self in Students

Lisa Beardsley-Hardy, Director of Education

General Conference of Seventh-day Adventists



# Learning Objectives



- 1. Biblical teaching on what it means to be created in God's image
- 2. Developmental and sociological factors
- 3. Redemptive ministry
- 4. Legal issues
- 5. Educating teachers and church members



# Learning Objective #1

Biblical teaching on what it means to be created  
in God's image



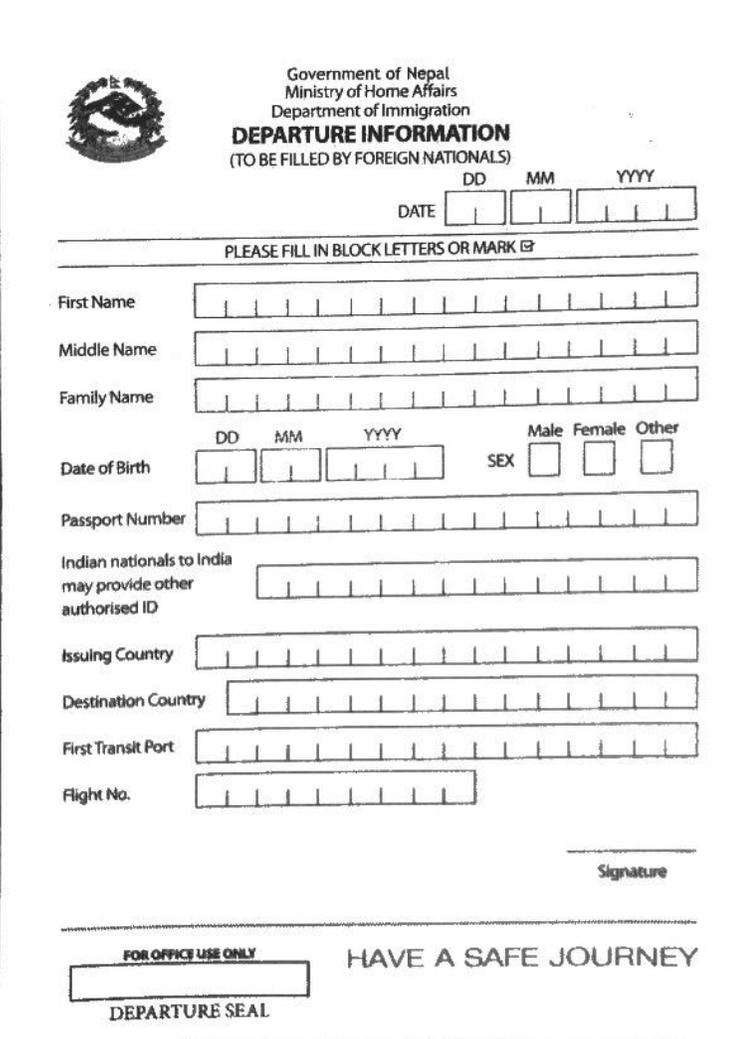
# Learning Objective #1

- Biblical hermeneutics:
  - Our positions are based on the hermeneutical principles of *sola scriptura* and *tota scriptura*, whereby Scripture interprets Scripture.
  - We believe the Bible is divinely inspired and requires the Holy Spirit for interpretation.
  - We must not edit out what we think is objectionable or read in what is not there.
  - We are judged by the Word. We do not sit in judgment on the Word.

# Learning Objective #1

## Biblical Teaching on Anthropology

- ▶ We were created in the image of God, male and female (Gen. 1:26, 27; 2:18, 21-23, 3:12).



Government of Nepal  
Ministry of Home Affairs  
Department of Immigration  
**DEPARTURE INFORMATION**  
(TO BE FILLED BY FOREIGN NATIONALS)

DATE  DD  MM  YYYY

PLEASE FILL IN BLOCK LETTERS OR MARK

First Name

Middle Name

Family Name

Date of Birth  DD  MM  YYYY SEX  Male  Female  Other

Passport Number

Indian nationals to India may provide other authorised ID

Issuing Country

Destination Country

First Transit Port

Flight No.

Signature \_\_\_\_\_

FOR OFFICE USE ONLY  DEPARTURE SEAL

HAVE A SAFE JOURNEY



# Marriage and the Family

- The monogamous union in marriage of a man and a woman is the divinely ordained foundation of the family and the only morally appropriate relationship for intimate sexual expression (Gen 1:28; 2:24-25; Heb. 13:4).
- The family is the basis for all of human society
- <https://www.adventist.org/en/beliefs/living/marriage-and-the-family/>



# Learning Objective # 1

## Biblical Teaching on Stewardship

- Humans were assigned responsibility for and are accountable to care for Creation before and after the Fall into sin (Gen. 1:26, 28-30; 2:15; 3:23; Ex. 20:8-11; 23:10-12; Deut. 5:12-14; Lev. 25:1-7; 2 Chron, 36:21). This includes humanity.
- Earth and what has been created will also be “liberated from its bondage to decay” (Rom. 8:20-21, 2 Pet. 3:7, 10-13) and will be restored to perfection (Is. 65:17, 25; Rev. 21:1)
- Exploitation will be severely judged (Rev. 11:18)



# Learning Objective #2

Developmental and Sociological Factors



# Learning Objective #2

## Developmental and Sociological Factors

- ▶ Some developmental and sociological factors that contribute to sexual identity:
    - ▶ Nature: consisting of hormonal, genetic, epigenetic, embryological, and other factors.
    - ▶ Nurture: involving parenting, birth order, experience, media, and social and/or cultural norms.
    - ▶ Choice remains an irreducible factor in the performance of any act.
    - ▶ All of the above are involved. However . . .
- 



## Learning Objective #2

“There is no consensus among scientists about the exact reasons that an individual develops a heterosexual, bisexual, or homosexual orientation. Although much research has examined the possible genetic, hormonal, developmental, social, and cultural influences on sexual orientation, no findings have emerged that permit scientists to conclude that sexual orientation is determined by any particular factor or factors. Many think that nature and nurture both play complex roles; most people experience little or no sense of choice about their sexual orientation” (“What Causes a Person to Have a Particular Sexual Orientation?” APA Retrieved 2013-03-21, p. 4; <http://www.apa.org/topics/lgbt/orientation.aspx?item=4>).



# Death and Resurrection

The unconscious nothingness of death separates us from the God of life, yet Jesus' defeat of death means the saved can look forward to resurrection and living forever. The wages of sin is death. But God, who alone is immortal, will grant eternal life to His redeemed. Until that day death is an unconscious state for all people. When Christ, who is our life, appears, the resurrected righteous and the living righteous will be glorified and caught up to meet their Lord. The second resurrection, the resurrection of the unrighteous, will take place a thousand years later. (Job 19:25-27; Ps. 146:3, 4; Eccl. 9:5, 6, 10; Dan. 12:2, 13; Isa. 25:8; John 5:28, 29; 11:11-14; Rom. 6:23; 6:16; 1 Cor. 15:51-54; Col. 3:4; 1 Thess. 4:13-17; 1 Tim. 6:15; Rev. 20:1-10.)



# Non-immortality of the Soul

- ▶ God places the breath of life, or spirit, within us, making us living souls—a unity of body and spirit. We have no soul that can exist apart from this unity of body and spirit. Genesis 2:7
  - ▶ There is no soul that has pre-existence, post-existence or conscious awareness and individuality apart from the embodied unity of body and spirit.
  - ▶ God alone is immortal.
- 



## Learning Objective #2

What is “natural” to us?

- From a biblical point of view humans have a natural orientation to sin. This is our fallen human nature. As slaves to sin even “what I hate, I do” (Rom 7:15; see also 6:16-23; Eph. 2:1-3, Jude 1:18-19).
- Even the conscience and feelings need to be redeemed (“If our hearts condemn us, we know that God is greater than our hearts, and he knows everything.” 1 John 3:20.)



# Learning Objective #2

## The Matter of Choice and Human Will

- ▶ God delivers us from sin and its power through Jesus Christ. Through Christ and the indwelling Holy Spirit we can exercise choice where none existed before (Rom 8:1-17; Eph. 4:22-32; 1 Tim. 1:15, 1 John 3:5-9,18,24, Jude 1:24-25).



# Learning Objective #2

The role of the teacher to nurture:

- Instruct and be a role model (1 Tim. 4:11-16)
- Develop honorable relationships (Matt 18:6; Mark 9:42; Luke 17:2)
- Pray and intercede for students (Eph. 6:18; 1 Tim. 2:1)
- Love students (John 13:35, 15:12, 17; Rom; 12:10; 1 Pet. 1:22; 1 John 3:11, 23, 4:7,11; 2 John 1:5; 1 Thess. 4:9)
- Honor the sacred calling as a teacher (Eph. 4:11; 1 Cor. 12:29, James 3:1; 2 Pet. 2:1)



# Learning Objective #2

## Developmental and Sociological Factors

- Dress and presentation of self:
  - “A woman must not wear men’s clothing, nor a man wear women’s clothing, for the Lord your God detests anyone who does this. Deut. 22:5 (NIV)
  - Women to dress modestly, with decency and propriety, adorning themselves....with good deeds, appropriate for women who profess to worship God (1 Tim. 2:9; 1 Pet. 3:3-4)
    - Where Scripture is silent, seek counsel, medical evidence and consult common sense



# Becoming is a developmental process

- ▶ Harold Shryock, MD: *On Becoming a Man* (1951)... *On Becoming a Woman* (1951) [Review & Herald Publ. Assoc.]
- ▶ Written especially for teenage boys and girls to provide information and explanation on the transitions that teen boys and girls face, and helps lay the foundation for a future productive and happy life.



# Quiz



- ▶ It it acceptable for a Muslim female student to wear a headscarf in an SDA school?
- ▶ Is it acceptable for male students to wear female clothing in a school talent show?
- ▶ Is it acceptable to support parents who wish to practice circumcision on their daughter who is a student in your school?
- ▶ What is appropriate attire for male and female students during sports and athletic activities?



Learning Objective #3  
Redemption and Evangelism



# Human Problem of Sin is Center of Educational Enterprise

“To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized—this was to be the work of redemption. This is the objective of education, the great object of life.”

Ellen G. White, *Education*, pp. 15-16.



# Connecting Students to Christ

“...the work of education and the work of redemption are one, for in education, as in redemption, ‘other foundation can no man lay than that is laid, which is Christ Jesus.’ . . . In entering into that relation with Christ which will make them a controlling power in the life should be the teacher’s first effort and his constant aim.”

Ellen G. White, *Education*, pp. 14-15.



# Learning Objective #3

## Redemption and evangelism

- ▶ How teachers should relate to students who struggle:
  - ▶ Demonstrate compassion, interest and Christian love for all regardless of their behavior
  - ▶ Manifest a hopeful, redemptive attitude toward every student (Jude 1:22-23).
  - ▶ Invite all to participate in worship and fellowship, though church membership may only be granted to those abiding by biblical standards of behavior.
  - ▶ Counsel and discipline



# Learning Objective #3

## Share the Good News of God's Power

- “But understand this, that in the last days....people will be lovers of self....having the appearance of godliness, but denying its power.” 2 Tim. 1-5
- “Now to him who is able to do far more abundantly than all that we ask or think, according to the power at work within us, to him be glory in the church and in Christ Jesus throughout all generations, forever and ever. Amen.” (Eph. 3:20-21).



# Learning Objective #4

Legal Issues



# Learning Objective #4

## Legal Issues (a): Legal Implications

- Know and apply school and Church policy consistently.
- Know and apply protection laws that exist for students, teachers and employees that are consistent with the moral standards of the church.
- Engage and maintain legal counsel. Don't wait for a crisis to occur.



# Learning Objective #4

## Legal Issues (b): Counseling

- Recognize and address the risks of increased morbidity and mortality of high risk behaviors and the need to provide education and care.
- Recognize that all methods are not helpful, some may be harmful or illegal (SB 1172 in California: Therapy for Minors). However, this needs to be balanced by the religious freedom of ministers and members to seek religious goals.
- Recognize the implications of secular and naturalistic assumptions of science and professional organizations.
- Normal ≠ moral; is ≠ ought; legal ≠ right in God's sight.



## Learning Objective #4

Legal Issues (c): Freedom of Speech, “Hate Speech,” and “Giving the Trumpet a Certain Sound”

- Know the laws and regulations that pertain to them in your particular country. Challenges will increase.
- <https://news.adventist.org/en/all-news/news/go/2019-01-27/proposed-bill-amendment-raises-religious-freedom-concerns-for-adventist-schools-churches/>
- Know the official church statements and let these be your guide when speaking publically.
- Do not compromise the Church’s teaching on moral matters, but always communicate these truths with respect, love, and compassion for all persons.



## Learning Objective #4

Legal Issues (d): Freedom of Speech, “Hate Speech,” and “Giving the Trumpet a Certain Sound”

- Remember that standards of behavior apply to everyone.
- Respect the law and respect individuals but take care not to misrepresent God’s laws to people or governments.
- Let us season our speech with love and grace and speak as Jesus would under any circumstances.



# Learning Objective #5

Educating Students, Teachers and Church Members



# Learning Objective #5

Educate teachers and church members to:

- Be aware of some realities about those who struggle with their sexuality.
- Speak the truth in love as Jesus spoke the truth.
- “Restore hope in Biblical truth as it is in Jesus.”
- Emulate “the compassion of Jesus in dealing with sin.”
- Proclaim “Christ’s grace and His remedy for sin.”
- “Remember that every word by His disciples should be a word that helps someone else to become a disciple of Christ” (“The Truth as It Is in Jesus,” Ted Wilson)



## Learning Objective #5

The dangers of overindulgent tolerance:

“I’m praying for a miracle among the followers of Jesus. A miracle of the transforming work of the Holy Spirit that will bring about a role reversal within the community of faith. So that the open-armed welcomers, who are so eager to have warm relationships with everyone that they uncritically overlook people’s faults, will take a second look at the dangers of overindulgent tolerance. That in spite of their super-sensitivity to the reality that some will have a toxic reaction to the slightest hint of disapproval or criticism, they will remember that the wounds and bruises of a faithful friend are much better than honey-smooth reassurances that all is well when it is not.” –Peter Swanson, Andrews University



# Learning Objective #5

## Winsome welcomers and faithful watchmen

“I’m praying for a transforming miracle for the doorkeepers and bouncers in our midst who are so quick to judge, and so eager to deliver severe rebukes and censure. I pray that they will become more like that incomparable Man who so frustrated the religious leaders of old that they harshly condemned Him for welcoming outcasts and sinners and eating with them....May the Lord hasten the day when, through His grace, the men and women who are watchmen will become winsome welcomers and those who are welcomers will become faithful watchmen.”

--Peter Swanson, Andrews University



## Learning Objective #5

Educate students, teachers and church members to find the truth as it is in Christ

“Let us look always to the Lord and His Word as we submit ourselves wholly to Him for His leading in our personal lives and in His remnant church as we anticipate Christ’s soon second coming”

--“The Truth as It Is in Jesus,” Ted Wilson.



## Learning Objective #5

Uphold Jesus, our living Great High Priest who is “able also to save them to the uttermost that come unto God by him, seeing he ever liveth to make intercession for them” (Heb 7:25, KJV).



# Questions

- ▶ How can the teachers and schools work to restore the image of God in students?
- ▶ How can teachers help students develop an integrated sense of themselves as male or female?

A smiling man with short dark hair, wearing a blue button-down shirt, is holding a white rectangular sign. The sign contains the text "What one action are you going to take?". The background is a light green gradient. On the left side, there is a red arrow pointing right and some thin, dark, curved lines resembling grass or reeds.

What one action are you  
going to take?